

110TH CONGRESS
2D SESSION

S. 3707

To recruit, train, and support principals for high-need schools who are effective in improving student academic achievement.

IN THE SENATE OF THE UNITED STATES

NOVEMBER 19, 2008

Mrs. CLINTON introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To recruit, train, and support principals for high-need schools who are effective in improving student academic achievement.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “National Principal Re-
5 cruitment Act”.

6 **SEC. 2. NATIONAL PRINCIPAL RECRUITMENT PROGRAM.**

7 (a) PROGRAM AUTHORIZATION.—Part A of title II of
8 the Elementary and Secondary Education Act of 1965 (20
9 U.S.C. 6601 et seq.) is amended by adding at the end
10 the following:

1 **“Subpart 6—National Principal Recruitment**
2 **Program**

3 **“SEC. 2161. NATIONAL PRINCIPAL RECRUITMENT PRO-**
4 **GRAM.**

5 “(a) PURPOSE.—The purpose of this section is to re-
6 cruit, train, and support principals for high-need schools
7 who are effective in improving student academic achieve-
8 ment.

9 “(b) DEFINITIONS.—In this section:

10 “(1) ELIGIBLE GRANTEE.—The term ‘eligible
11 grantee’ means a partnership—

12 “(A) consisting of a nonprofit organization
13 working with a research organization and local
14 educational agencies in States and regions
15 across the Nation, that has a track record of
16 selecting, training, and supporting principals;

17 “(B) that has the capacity to engage in
18 world-class research and evaluation with access
19 to student-level data in all local educational
20 agencies in the partnership needed to—

21 “(i) do value-add analysis of academic
22 achievement; and

23 “(ii) correlate academic achievement
24 gains with principal skills and characteris-
25 tics; and

1 “(C) that may work with institutions of
2 higher education.

3 “(2) HIGH-NEED SCHOOL.—The term ‘high-
4 need school’ means a public elementary school or
5 public secondary school (including a charter school)
6 in which not less than 40 percent of the students en-
7 rolled are eligible to receive a free or reduced price
8 lunch under the Richard B. Russell National School
9 Lunch Act (42 U.S.C. 1751 et seq.).

10 “(3) PRINCIPAL.—The term ‘principal’ includes
11 an assistant principal.

12 “(c) MULTIYEAR GRANT PROGRAM.—

13 “(1) IN GENERAL.—

14 “(A) ESTABLISHMENT OF PROGRAM.—The
15 Secretary shall establish a multiyear national
16 principal recruitment grant program to enable
17 not more than 3 eligible grantees to carry out
18 the activities described in paragraph (3).

19 “(B) PRIORITY.—In awarding grants
20 under this section, the Secretary shall give pri-
21 ority to at least one eligible grantee focused on
22 urban schools and at least one eligible grantee
23 focused on rural schools.

24 “(2) APPLICATION.—To receive a grant under
25 this section, an eligible grantee shall submit to the

Secretary an application at such time, in such manner, and containing such information as the Secretary may require.

“(3) ACTIVITIES.—

“(A) IN GENERAL.—Each eligible grantee that receives a grant under this section shall use grant funds provided under this section for the following:

“(i) To recruit, select, train, and support, up to the capacity of the eligible grantee, new principals for high-need schools through—

“(I) a year-long preservice residency; and

“(II) ongoing support and professional development.

“(ii) To rigorously research, evaluate, and report on the activities described in this paragraph in order to create—

“(I) a national research and knowledge base to inform the recruitment, selection, and training of principals for high-need schools; and

“(II) a model of a performance-based program under which Federal

1 funding to maintain and expand ac-
2 tivities will be contingent on a rig-
3 orous demonstration of impact on stu-
4 dent academic achievement.

5 “(B) SPECIFIC ACTIVITIES.—The activities
6 described in subparagraph (A)(i) shall include
7 the following:

8 “(i) Recruiting, selecting, and pro-
9 viding preservice training to individuals
10 who—

11 “(I) aspire to be principals in
12 high-need schools;

13 “(II) share the belief that all stu-
14 dents, regardless of background, can
15 achieve at high levels;

16 “(III) have knowledge of effective
17 instruction and adult leadership, and
18 a focus on goals and results; and

19 “(IV) agree to sign a compact
20 committing to serve high-need schools
21 and to work toward substantial im-
22 provement in student academic
23 achievement in the schools they will
24 lead within approximately 5 to 6 years
25 of their becoming principals.

“(ii) Providing training during the year-long preservice residency to selected aspiring principals that includes coaching from an effective principal, hands-on instructional leadership experience, and a curriculum that includes topics such as—

“(I) creating and maintaining a data-driven, professional learning community within the new principal’s school;

“(II) providing a climate conducive to the professional development of teachers, with a focus on improving student academic achievement;

“(III) using data to effectively evaluate teacher instruction and drive teacher and student learning;

“(IV) managing resources and school time to improve student academic achievement; and

“(V) engaging community members, including parents, the local educational agency, and other community leaders, to leverage additional re-

1 sources to improve student academic
2 achievement.

3 “(iii) Providing additional professional
4 development and training to the individuals
5 described in clauses (i) and (ii) after the
6 individuals commence work as principals of
7 high-need schools, including a focus on—

8 “(I) teaching and learning;

9 “(II) school culture; and

10 “(III) management and oper-
11 ations.

12 “(iv) Developing and delivering high-
13 quality, differentiated, school-level support
14 services to meet the specific needs of high-
15 need schools led by individuals described in
16 clause (iii), which may include—

17 “(I) support for data-driven de-
18 sign of school-wide improvement
19 plans;

20 “(II) support in conducting suc-
21 cessful school-wide assessments; and

22 “(III) other assistance from—

23 “(aa) content expert coaches
24 to support professional develop-
25 ment; and

1 “(bb) data and assessment
2 specialists.

3 “(v) Developing and maintaining the
4 organizational capacity needed to drive the
5 long-term success of the efforts described
6 in this paragraph at scale.

7 “(4) MATCHING REQUIREMENT; SUPPLEMENT,
8 NOT SUPPLANT.—

9 “(A) MATCHING REQUIREMENT.—To be el-
10 igible to receive a grant under this section, an
11 eligible grantee shall contribute to the activities
12 assisted under such grant matching funds in an
13 amount equal to not less than 100 percent of
14 the amount of the grant. Such matching re-
15 quirement may be met by contributions that are
16 in cash or in kind. Partner local educational
17 agencies whose support contributes to the
18 matching requirement may choose to use funds
19 from any private source or local educational
20 agency-determined allocation of public funding.

21 “(B) WAIVER.—The Secretary may waive
22 part of the matching requirement described in
23 subparagraph (A) if—

24 “(i) the eligible grantee demonstrates
25 a commitment to provide an amount equal

1 to not less than 75 percent of the amount
 2 of the grant and provides a plan for pro-
 3 viding the remainder of the 25 percent; or

4 “(ii) the Secretary determines that
 5 applying the matching requirement would
 6 result in serious hardship or an inability to
 7 carry out the activities described in para-
 8 graph (3).

9 “(C) SUPPLEMENT, NOT SUPPLANT.—
 10 Grant funds provided under this section shall
 11 be used to supplement, and not supplant, any
 12 other Federal or State funds otherwise available
 13 to carry out the activities described in para-
 14 graph (3).

15 “(5) PERFORMANCE-BASED TRIGGERS OF
 16 FUNDING DECISIONS.—

17 “(A) IN GENERAL.—

18 “(i) RESEARCH, EVALUATION, AND
 19 REPORTING PROGRAM.—The Secretary
 20 shall work with each eligible grantee that
 21 receives a grant under this section (includ-
 22 ing the partner research organization) to
 23 develop a reporting schedule for a research
 24 and evaluation plan that is approved by
 25 the Secretary.

1 “(ii) SPECIFIC ACTIVITIES.—The re-
2 search and evaluation plan described in
3 clause (i) shall accomplish the following:

4 “(I) Assess the impact of the eli-
5 gible grantee’s program, including ex-
6 amining student academic achieve-
7 ment on the State academic assess-
8 ments and other student-level achieve-
9 ment data, to make possible a value-
10 added analysis of academic achieve-
11 ment gains in high-need schools led,
12 for not less than 2 years, by prin-
13 cipals who have received training, de-
14 velopment, coaching, and support
15 from the eligible grantee with funds
16 made available under the grant, as
17 compared to other schools. The as-
18 sessment may include an examination
19 of retention rates of high-performing
20 educators in high-need schools, stu-
21 dent attendance, and secondary school
22 graduation rates.

23 “(II) Identify factors that foster
24 or hinder the successful implementa-
25 tion of the eligible grantee’s program.

1 “(III) Develop understanding of
 2 the internal and external factors, in-
 3 cluding principal characteristics and
 4 skills, that need to be aligned in order
 5 to improve student learning, including
 6 an analysis of the impact of increased
 7 principal autonomy and account-
 8 ability.

9 “(IV) Rigorously evaluate the
 10 school-level support provided through
 11 the eligible grantee.

12 “(V) Utilize the data described in
 13 subclauses (I) through (IV) to analyze
 14 progress and drive continuous pro-
 15 gram improvement.

16 “(VI) Generate and disseminate
 17 information for the field about what
 18 types of principal recruitment, selec-
 19 tion, training, and supports correlate
 20 to student academic achievement
 21 gains.

22 “(B) PERFORMANCE-BASED INCREASE.—
 23 Beginning after the end of the third full school
 24 year in which a grant is implemented by an eli-
 25 gible grantee awarded a grant under this sec-

tion, the Secretary shall provide an increase of 50 percent of the original grant amount for such eligible grantee if—

“(i) the activities carried out by the eligible grantee described in subparagraph (A) demonstrate that students in high-need schools led, for not less than 2 years, by principals who have received training, development, coaching, and support from a program carried out with funds from such grant are making more gains in academic achievement than comparable students elsewhere, as determined by the research and evaluation plan approved by the Secretary under subparagraph (A)(i); and

“(ii) the eligible grantee has the capacity to scale up the services of the eligible grantee.

“(C) GRANT TERMINATION.—By the end of the fourth full school year in which a grant is implemented by an eligible grantee awarded a grant under this section, the Secretary shall terminate such grant if students in high-need schools led, for not less than 2 years, by principals who have received training, development,

1 coaching, and support from a program carried
 2 out with funds from such grant are not making
 3 more gains in academic achievement than com-
 4 parable students elsewhere, as determined by
 5 the research and evaluation plan approved by
 6 the Secretary under subparagraph (A)(i).

7 “(D) REPORT TO CONGRESS.—The Sec-
 8 retary shall submit an annual report to Con-
 9 gress on—

10 “(i) the lessons learned through the
 11 performance-based approach to Federal
 12 funding described in this paragraph; and

13 “(ii) the implications for ensuring a
 14 performance orientation in other Federal
 15 education programs.

16 “(6) ANNUAL REPORT.—An eligible grantee
 17 that receives a grant under this section shall provide
 18 to Congress and the Secretary an annual report that
 19 includes—

20 “(A) data on the number and characteris-
 21 tics of the aspiring principals trained to lead
 22 high-need schools through the grant under this
 23 section; and

24 “(B) levels of academic achievement
 25 growth for students in high-need schools led,

1 for not less than 2 years, by principals who
 2 have received training, development, coaching,
 3 and support from a program carried out with
 4 funds from such grant.”.

5 (b) CONFORMING AMENDMENTS.—Section 2103 of
 6 the Elementary and Secondary Education Act of 1965 (20
 7 U.S.C. 6603) is amended—

8 (1) in subsection (a), by striking “(other than
 9 subpart 5)” and inserting “(other than subparts 5
 10 and 6)”; and

11 (2) by adding at the end the following:

12 “(c) NATIONAL PRINCIPAL RECRUITMENT PRO-
 13 GRAM.—There are authorized to be appropriated to carry
 14 out subpart 6 such sums as may be necessary for each
 15 of the fiscal year 2009 through 2013.”.

16 (c) TABLE OF CONTENTS.—The table of contents in
 17 section 2 of the Elementary and Secondary Education Act
 18 of 1965 is amended by inserting after the item relating
 19 to section 2151 the following:

“SUBPART 6—NATIONAL PRINCIPAL RECRUITMENT PROGRAM

“Sec. 2161. National Principal Recruitment Program.”.

